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| **Topic**: Understanding Health and Devising a Plan for Healthy Living  **Grade**: 9  **Subject**: Physical Education  **Objective**:   * Define the word health * Expand the definition of health to include the following: physical health, mental health, emotional health and social health * Become aware that personal choices ultimately affect one’s personal health * Devise a person plan that optimizes healthy choices | | |
| **Approximate Time** | **Activity** | **Constructivist Elements**  (CIM- Constructivist Instructional Model; POE- Predict-Observe-Explain; CCM – Conceptual Change Model) |
| 5 min | **Introduction**: Students are asked to think about the purpose of PE class and then think about the word health. A visual with a couple of guiding questions are provided. These questions are designed to probe ideas that students may have already but are not aware of. | CIM - Connection to prior knowledge |
| 5-10 min | **My Thoughts on Health**: In this activity students are asked to use the Padlet application to share their ideas on health with all members of the class. Students can leave anonymous responses if they have ideas to share but do not feel confident in their responses.  If the teacher chooses, responses can be monitored before they are shared with the class.  Ideas from individuals with common ideas or themes can be grouped together. This strategy can be carried out by the instructor to generate discussion or the students can be asked to organise the responses. | CIM – Padlet allows learners to explore their ideas in comparison to their colleagues; new ideas modified via Padlet |
| 20-25 min | **More About Health**: At this point students have read the responses of their classmates and are starting gain a better understanding of the different types of health. To follow up and reaffirm their new ideas students are provided with links to several web pages that help to give a more complete definition of the word health.  After visiting these websites students are asked to organize their thoughts on a concept map that connects their prior thought to the new information they have encountered in this lesson. | CIM- new ideas and further exploration is supported via website links  CCM- new ideas on website links may cause cognitive dissatisfaction; students accept new ideas as meaningful and reasonable as they incorporate these ideas into their concept map. |
| 15-20 min | **Eating, Exercise and Other Healthy Decisions**: This part of the lesson provides students with a time to reflect on some of their personal lifestyle choices. Links and videos are used to illustrate the importance of eating healthy and getting adequate exercise and rest. As well, there is a focus on how using your phone irresponsibly may affect your health. | CIM-further exploration of ideas; rethinking and restructuring of ideas |
| 20-30 min | **Improving my Health**: On this final activity, students are first asked to participate in a survey about health which will allow students to compare their responses to a sample of their peers.  Afterwards students are asked to write a 200 word reflective essay that explains their current understanding of the word health and how it has changed from this lesson. Students are also asked look at their choices and decide what changes could be made to improve their health. | CIM – personal ideas are compared to their peers using the survey; by reflecting and writing the essay students continue to explore and reconstruct new ideas; application of knowledge  POE – make predictions of unhealthy actions; understanding is reinforced through health plan participation  CCM – cognitive conflict of new concept is resolved |